



**VET in the VCE**  
**Hospitality – Food and Beverage**  
**Log Book**

**SIT20207 Certificate II in Hospitality and selected  
units of competence from SIT30707 Certificate III in  
Hospitality**

School.....

Student name .....



**Australian Government**  
**Department of Education, Science and Training**

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**Acknowledgment**

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Youthnow is pleased to be able to provide the updated version of the log book.  
We hope it is a useful addition to your work placement.

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# CONTACT DETAILS

## Student Details

**Name:** .....

**Address:** .....

**Home Telephone:** .....

**Emergency Contact name:** .....

**Emergency Contact Telephone:** .....

## School Details

**School:** .....

**Address:** .....

**Telephone:** .....

**Contact Person:** .....

## Employer Details

**Organisation:** .....

**Address:** .....

**Telephone:** .....

**Contact Person/Supervisor:** .....

## Structured Workplace Learning support provided by

**Program Coordinator:** .....

**Address:** .....

**Telephone:** .....

**Organisation:** .....

## INTRODUCTION

Vocational Education and Training (VET) in Schools provide training both in the classroom and in the workplace. This logbook provides a record of the student's achievements and learning activities. Learning in a workplace environment reinforces the concepts that are taught, ensuring the student can perform the activity or function within an occupation to the standards of the industry or sector i.e. they have achieved competency.

SWL placements compliment the structured training undertaken at school. It provides the context for;

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competencies, as determined by the Training Organisation
- increase of opportunity for project based experience

This logbook demonstrates:

- how the student's skills are developing in the workplace
- an overview of what was achieved during the program.

When completed the log book provides a summary of all the skills acquired by the student during the program, so it can be used as evidence:

- for prospective employers
- when claiming advanced standing in further training programs.

## KEY DEFINITIONS

### **Competence:**

Describes performance that is normally required to produce a satisfactory result. It is the standard that you as an employer require of your employees.

### **Structured Workplace Learning:**

When students undertake specific studies in a Vocational area of their choice under a VET in Schools program they then have the opportunity to display these skills on the job with an employer.

### **Performance Criteria:**

These are statements that specify the standard of performance required.

*Should there be any other terms used in this logbook that you are unsure of please contact the Vocational Placement Officer listed at the front of this logbook*

## Guidelines for Employers and Supervisors

### **How do I use the log book?**

When a student has successfully completed a "Task", the Workplace Supervisor should **sign and date in the appropriate place**. It is recommended that you refer to the log book with the student every day or at least twice a week in order to focus the student on what they should be learning and to sign off any competencies that have been achieved.

Please date and sign next to **Task** in the log book if the student has the opportunity to practise that skill in your workplace AND you are satisfied that the student can do this at the level expected of a trainee in your organisation. Please provide the student with exposure to as many skills as possible, but note that there is no expectation that you will be in a position to cover everything in the log book.

### **What should I pay the student?**

You need to pay the student a minimum amount of \$5 per day, as stated on the Structured work place learning Arrangement Form.

# STRUCTURED WORK PLACE LEARNING

## Orientation Checklist.

	Discussion Completed		Discussion Completed
<p><b>Words of welcome</b></p> <ul style="list-style-type: none"> <li>• Welcome the student to the organisation</li> <li>• Chat with employee to reduce tension.</li> </ul>	<input type="checkbox"/>	<p><b>Discuss job, content/job description</b></p> <ul style="list-style-type: none"> <li>• Explain the basic duties and responsibilities of the job. Again show the importance of the job.</li> <li>• Explain dress code required.</li> </ul>	<input type="checkbox"/>
<p><b>Provide a tour of entire work area.</b></p>	<input type="checkbox"/>	<p><b>Explain the nature of the business and the importance of the functions the student will perform.</b></p>	<input type="checkbox"/>
<p><b>Introduction to co-workers and immediate supervisor.</b></p> <ul style="list-style-type: none"> <li>• Introduce the structured work place learning student to the person who will be responsible for doing the training on the job if you will not be doing it yourself.</li> <li>• Introduce the student to their immediate supervisor, if it is someone other than yourself.</li> <li>• Make sure the student understands who they report to during the training period.</li> <li>• Identify who they can go to for help when they can not find the supervisor.</li> </ul>	<input type="checkbox"/>	<p><b>Explain problem solving or grievance procedure</b></p>	<input type="checkbox"/>
<p><b>Explain working conditions.</b></p> <p>Show the student:</p> <ul style="list-style-type: none"> <li>• Where they do their work.</li> <li>• When they do their work:                             <ul style="list-style-type: none"> <li>– starting time</li> <li>– finishing time</li> <li>– Pay, method of payment</li> <li>– break periods and location</li> <li>– meal period (canteen)</li> <li>– toilets/locker rooms</li> <li>– personal use of telephone</li> <li>– Staff entrance</li> </ul> </li> </ul>	<input type="checkbox"/>	<p><b>Fire and safety (explain as appropriate)</b></p> <ul style="list-style-type: none"> <li>• Fire alarms and procedures</li> <li>• First aid locations</li> <li>• Safety and reporting procedures</li> </ul>	<input type="checkbox"/>
		<p><b>General information:</b></p> <p>As appropriate, explain:</p> <ul style="list-style-type: none"> <li>• Who and how to call if a problem develops and employee is going to be absent or late.</li> <li>• Available public transport.</li> </ul>	<input type="checkbox"/>
<p><b>Employee's Signature:</b> .....</p> <p><b>Manager/Supervisor Signature:</b> .....</p>			

## Attendance Record Guidelines

### How do I keep track of the student's attendance?

Please keep a record of the student's attendance (See below)

Please phone your School contact in the event that the student does not attend on any particular day, even if the student has phoned you to let you know that they cannot attend.

Please ensure that you do not have the student working at times other than outlined on the Structured work place learning Agreement Form, as the student is only covered by WorkCover for the times specified on that form.

### How often should I look at the log book?

It is recommended that you refer to the log book with the student every day or at least twice a week in order to focus the student on what they should be learning and to tick off any competencies that have been achieved.

(You may like to photocopy this to have it with you, as the student may need to refer to their log book frequently)

Day	Date	Arrival Time	Lunch Break	Departure Time

## LIST OF COMPETENCIES

For the Certificate II in Hospitality Food and Beverage this student will be studying a combination of the following units. Some of the units are fundamental or core units that the student must complete and three will be the electives this student has chosen to study.

Code	Title	
<b>VCE VET Units 1 - 2</b>		
SITHIND001A	Develop and update hospitality knowledge	
SITXCOM001A	Work with colleagues and customers	
SITXCOM002A	Work in socially diverse environment	
SITXOHS001B	Follow health, safety and security procedures	
SITXOHS002A	Follow workplace hygiene procedures	
SITHIND002A	Apply hospitality skills in the workplace	
SITHFAB003A	Serve food and beverage to customers	
SITHCCC001A	Organise and prepare food	
SITHCCC002A	Present food	
The three electives this student has selected		Selected
SITHACS006A	Clean premises and equipment	
SITXADM001A	Perform office procedures	
SITXCCS001B	Provide visitor information	
SITXCCS002A	Provide quality customer service	
SIRXCCS001A	Apply point-of-sale handling procedures	
Or		
SITXFIN001A	Process financial transactions	
SITXFIN002A	Maintain financial records	
SITHFAB001B	Clean and tidy bar areas	
SITXINV001A	Receive and store stock	

Code	Title	
<b>VCE VET Units 3 - 4</b>		
SITHFAB009A	Provide responsible service of alcohol	
SITHFAB004A	Provide food and beverage service	
SITHFAB010A	Prepare and serve non-alcoholic beverages	
SITHFAB011A	Develop and update food and beverage knowledge	
SITHFAB012A	Prepare and serve espresso coffee	



## COMPETENCY RECORD SHEET

### VCE VET Units 1 and 2

#### SITHIND001A - Develop and update hospitality knowledge

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Seek information on the hospitality industry.		
2. Source and apply information on legal and ethical issues for the hospitality industry.		
3. Update hospitality industry knowledge		

#### SITXCOM001A - Work with colleagues and customers

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Communicate with customers		
2. Maintain personal presentation standards		
3. Provide service to colleagues and customers		
4. Respond to conflicts and customer complaints.		

## COMPETENCY RECORD SHEET

### SITXCOM002A - Work in socially diverse environments

<b>Practical Evidence Report</b>		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Communicate with customers and colleagues from diverse backgrounds.		
2. Address cross-cultural misunderstandings.		

### SITXOHS001B - Follow health, safety and security procedures

<b>Practical Evidence Report</b>		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Follow workplace procedures for health, safety and security.		
2. Follow procedures for emergency situations.		
3. Participate in the organisation's OHS practices.		

## COMPETENCY RECORD SHEET

### SITXOHS002A - Follow workplace hygiene procedures

<b>Practical Evidence Report</b>		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Follow hygiene procedures and identify hygiene hazards.		
2. Report any personal health issues.		
3. Prevent food and other item contamination.		
4. Prevent cross contamination by washing hands.		

### SITHIND002A - Apply hospitality skills in the workplace

<b>Practical Evidence Report</b>		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Organise and prepare for service		
2. Provide service		
3. Close down after service		

## COMPETENCY RECORD SHEET

### SITHFAB003A - Serve food and beverages to customers

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Prepare for service		
2. Welcome customers		
3. Take and process orders		
4. Serve and clear food and drinks		
5. Close down after service		

### SITHCC001A- Organise and prepare food

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Prepare and use equipment		
2. Assemble and prepare ingredients for menu items		
3. Prepare dairy, dry goods, fruits and vegetables		
4. Prepare meat seafood and poultry		

## COMPETENCY RECORD SHEET

### SITHCCC002A - Present food

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Take delivery of supplies		
2. Store supplies		
3. Rotate and maintain stock		

### VCE VET units 1- 2

#### Elective one

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature

# COMPETENCY RECORD SHEET

## VCE VET units 1-2

### Elective two

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature

### Elective three

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature

## COMPETENCY RECORD SHEET

### VCE VET Units 3 – 4

#### SITHFAB009A - Provide responsible service of alcohol

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Sell or serve alcohol responsibly.		
2. Assist customers to drink within appropriate limits.		
3. Assess alcohol affected customers and identify customers to whom sale or service must be refused.		
4. Refuse to provide alcohol.		

#### SITHFAB010A - Prepare and serve non-alcoholic beverages

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Prepare and serve a range of non-alcoholic drinks		
2. Use, clean and maintain equipment and machinery for non-alcoholic drinks		

## COMPETENCY RECORD SHEET

### SITHFAB004A - Provide food and beverage service

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Organise tasks and plan work flow		
2. Manage the service cycle		
3. Manage relationships with colleagues and customers		

### SITHFAB011A - Develop and update food and beverage knowledge

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Research general information on Food and Beverages		
2. Share information with customers		



## COMPETENCY RECORD SHEETS

### SITHFAB012A - Prepare and serve espresso coffee

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Organise and prepare work areas		
2. Provide customer service and advise customers on espresso coffee		
3. Select and grind coffee		
4. Extract coffee		
5. Texture Milk		
6. Serve and present coffee		
7. Clean and maintain espresso machine		

## Student's Demonstrated Qualities and Attributes

One of the benefits of structured work place learning is that the student learns the importance of key qualities and attributes that are essential for success in any job.

The workplace supervisor is asked to provide feedback about the student's performance in the following areas:

Quality/Attribute	Employer Assessment of Student Performance			Comments, if explanation is necessary
	Consistent and reliable	Needs some prompting	Requires further training	
Clarifies instructions to ensure can proceed with task correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Attention to detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexible- will do what is required at the time, tries to fit in with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communicates in an appropriate manner with others in the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate personal presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Punctual and reliable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Workplace Supervisor Signature:</b>		<b>Date:</b>		
.....		.....		

Further comments (optional)

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